NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: TRENTON PUBLIC SCHOOLS	School: Trenton High School West Campus
Chief School Administrator:	Address: 1001 West State St.
Chief School Administrator's E-mail:	Grade Levels: 9 – 12
Title I Contact:	Principal: Addie Lane
Title I Contact E-mail:	Principal's E-mail: alane@trenton.k12.nj.us
Title I Contact Phone Number:	Principal's Phone Number: 609-656-4774

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Addie Daniels-Lane

_____   *Addie Daniels-Lane*

_____   _____June 12, 2015____

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Principal's Name (Print)   **Principal's Signature**   **Date**

Critical Overview Elements

- The School held _____4_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ _$6,501,663_, which comprised 98.9% % of the school's budget in 2014-2015.

- State/local funds to support the school will be $ 5,761,086, which will comprise 98.7% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following: (Please note: Title I funds are Blended for 2015-2016)

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Professional Development	Student Achievement			6201.
Extended Day Student Support	Student achievement			16953.
Positive Behavior Student Incentives	Climate and Culture			7,000
Laptops, Printers, Projectors	Student Achievement			23,000.

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Addie Lane	Administrator	X	X		
Lawrence Parker	Administrator	X	X		
Matthew Cordonnier	Administrator	X	X		
Mark Hoppe	Administrator		X		
Nicole Marino	Teacher	X	X		
Nicole Baclkund	Teacher	X	X		
Joseph Melone	Teacher	X	X		
Gloria Bethea	Parent	X	X		
Mark Hopkins	Teacher	X	X		

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
5.17.15	TCHS West	Comprehensive Needs Assessment	x			
6.1.15	TCHS West	School wide Plan Development	x		x	
6.15.15	TCHS West	School wide Plan Development	X		X	
		Program Evaluation				

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	Trenton Central High School West Campus, in collaboration with parents and the community, will prepare all students for academic, social and career success. The foundation of our mission is to empower students to reach their full potential by setting high standards and offering diverse learning experiences in a safe and caring environment. Through these principles, students will become responsible, productive citizens and life-long learners in a global society.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? The School wide plan was not in place for14-15. A SIP was required. The details of the SIP were implemented as listed.

2. What were the strengths of the implementation process? Some of the strategies required a lot more time than was reasonably available.

3. What implementation challenges and barriers did the school encounter? Timing and availability of funding became an issue.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Information was shared continuously with stake holder groups via their representatives. All stake holders were involved at specific points in the process.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

9. How did the school structure the interventions?

10. How frequently did students receive instructional interventions?

11. What technologies did the school use to support the program?

12. Did the technology contribute to the success of the program and, if so, how?

Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				

Grade 7				
Grade 8				
Grade 11				
Grade 12				

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Addie Daniels-Lane

_____   _____*Addie Daniels-Lane*_____June 12, 2015__
Principal's Name (Print)   **Principal's Signature**   **Date**

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)		
Academic Achievement – Reading	Passing Rate of Literature 1-4 Scholastic Reading Inventory Results	Semester 1 Lit. 1-4 87% passed 13% failed SRI (n=49) First test average 854 Second test average 886		
			First test	Last test
		Advanced	2 (4%)	2 (4%)
		Proficient	8 (16%)	11 (22%)
		Basic	31 (63%)	29 (59%)
		Below Basic	8 (16%)	7 (14%)
Academic Achievement - Writing	Passing Rate of Literature 1-4	Semester 1 Lit. 1-4 87% passed 13% failed		
Academic Achievement - Mathematics	Passing rate of Algebra 1, Alg. Lab & Alg. 2	Semester 1 Algebra 1, Alg. Lab & Alg. 2 73% passed, 27% failed		
Family and Community	Parent attendance rates at school functions	Parent Event	Attendees	Total	%

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)			
Engagement				possible	
		Parent Student Orientation	30	687	4.4%
		Bilingual Parent Student Orientation	68	204	33.3%
		PTSA Introduction & Information	4	687	0.6%
		PTSA Information & Calendar Setting	5	687	0.7%
		PTSA & Community Outreach	19	687	2.8%
		Higher Standards Awards	44	687	6.5%
		Most Improved & PARCC night	8	687	1.2%
		Senior Parent night 1	24	127	18.9%

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)			
		Ladies as leaders Parent Night	11	11	100%
		Senior Parent Dinner 2	17	127	13.4%
		Family Game Night	15	687	2.2%
		PTSA Meeting	19	687	2.8%
		Honor Roll Awards & College Info Night	53	111	47.7%
		ESL Bilingual Parent Meeting	12	204	5.9%
		Parent Teacher Conference	49	687	7.2%
		Parent Teacher Conference	47	687	6.9%
Professional Development	Trenton Central High School West Professional Development Calendar	September - ED Connect training - SIOP Training - SGO Training			

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		- PowerSchool training October - SIOP - ED connect training - Problem Based Learning - SGO training - Climate & Culture: Article Review - Curriculum Integration Points Language Arts Math in the Content Areas - Model Curriculum Content Reviews - Math Instructional Strategies Support - School Safety & Security November - SIOP - Community Health Updates - Student Assistance Counselor: Role/responsibility - Climate & Culture Article Review - Data Analysis Protocol Review - Classroom Instructional Framework - Math Instructional Strategies Support December - SIOP Training - Instructional Framework - Cultural Awareness/Sensitivity - Data Analysis - Strategies for Technology Integration

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		January - SIOP Training - Data Analysis - Understanding PARCC - Checking for Understanding - Climate and Culture a Follow Up - Varied Instructional Strategies **February** - SIOP Training - PARCC Revisited - Data Analysis - Climate and Culture a Follow Up - Varied Instructional Strategies - Checking for Understanding - HIB Training: A Review **March** - Strategies for Technology Integration - Climate and Culture: a Follow Up - Data Analysis - Varied Instructional Strategies - Danielson Refresher: Domain 4 **April** - Strategies for Technology Integration - Varied Instructional Strategies - Assessment - Data Analysis - Implementing PARCC

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		May - Varied Instructional Strategies - Climate and Culture: a Follow Up - HIB Training: A Follow Up Assessment June - Data Analysis - Online Portfolios
Leadership		
School Climate and Culture	Number of suspensions	OSS in PowerSchool 9th grade – 84 10th grade – 70 11th grade – 13 12th grade - 10
School-Based Youth Services	Student Assistance Counselor	SAC counselor serviced 90 students this year
Students with Disabilities	Number of students with IEPs	99 IEP Students
Homeless Students		2 students
Migrant Students		n/a
English Language Learners	Number of English Language Learners	212 ELL students Passages - 14 = 6.6% Level 1 – 82 = 38.7% Level 2 - 43 = 20.3% Level 3 – 41 = 19.3% Level 4 – 19 = 6.1% Bilingual Services – 13 = 6.1%
Economically Disadvantaged	Free & Reduced lunch	521 students receive free or reduced lunch (76%)

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

   To conduct our comprehensive needs assessment data was presented to the whole staff at a faculty meeting. The staff then determined what our major areas of need were. After deciding on 4 major areas, suggested strategies were then provided to address that need. The School Leader Ship Team (SLT) then compiled additional data to determine root causes and research based interventions.

2. What process did the school use to collect and compile data for student subgroups?

   The school used a variety of sources to secure and compile data. Data was compiled from the School Climate surveys, PowerSchool, sign in sheets, passing rate, graduation rate, Scholastic Reading Inventory and other databases.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?   Data was taken from state developed surveys. Data was yielded from Walkthroughs developed through Genesis. Student grade data based on department agreed on rubrics.

4. What did the data analysis reveal regarding classroom instruction? Continued focus on use of rubrics and formative assessment, via checking for understanding strategies is needed. Use of varied active learning strategies should also be a continued focus.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? Sustained efforts with classroom follow up and report backs were most effective. Buy in was greater with in- house presenters.

6. How does the school identify educationally at-risk students in a timely manner?

   Students are often first identified as at risk by concerned teachers. Counselors also identify students who are at risk during meetings utilizing data in PowerSchool, and refer them for Intervention and Referral Services (I&RS).

7. How does the school provide effective interventions to educationally at-risk students?

   The school utilizes an I&RS team to provide effective interventions for at risk students, as well as follow up on the fidelity of implementation and effectiveness.

8. How does the school address the needs of migrant students?

   According to the district data we do not have any migrant students in our building.

9. How does the school address the needs of homeless students?

   The two homeless students that are at West receive services from the department of Family and Community Engagement (FACE).

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Each teacher keeps and updates a data binder to drive instruction and improve instruction. Teachers are also actively engaged in professional conversations at faculty meetings, common planning, and with their School Leadership Team representative.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

Students are aided in their transitions through events such as New Student Orientation, Tours from students and counselor outreach to the middle schools.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

Priority problems were the areas that the staff determined were areas of the highest need, and addressing those issues would result in the greatest growth in student achievement. Root causes were determined by data analysis.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Increasing the passing rate of English I, II, ESL I and ESL II.	Increase Algebra I, Algebra I lab and Algebra II classes.
Describe the priority problem using at least two data sources	A high percentage of students are not successfully completing English I, II and ESL I, II classes. There is a correlation between freshman-sophomore failure rate and drop out rate. English 1-4 classes have a 13% failure rate.	A high percentage of students are not successfully completing Algebra I, Algebra I lab and Algebra II classes. There is a correlation between freshman-sophomore failure rate and drop out rate. Algebra I, Algebra I lab and Algebra II classes have a 27% failure rate.
Describe the root causes of the problem	- Large lab class sizes. - No curriculum for lab class - Students are not identified in a timely manor for intervention support - PD is not provided for specific instructional strategies.	- Differentiation does not always meet the student's needs. - Students are not consistently placed in the appropriate class; students need to take the courses in the correct sequence. - Students are not receiving individualized instruction due to large class size.
Subgroups or populations addressed	LEP, African American, IEP	LEP, African American, IEP
Related content area missed (i.e., ELA, Mathematics)	ELA	Mathematics
Name of scientifically research based intervention to address priority problems	Aligning English lab with English course, Offer ESL extended support program. Review and reinforce SIOP strategies with all staff. Structure the English lab course curriculum to align with common core and incorporate CLOSE reading strategies. Research and identify computer based learning support such as ESL SMART, or Read 180. Initiate literature circles or leveled book clubs to engender and further develop reading proficiency. Provide on-going extended learning opportunities	Consistently Implement computer based learning support such as provided by Pearson educators. Realign Algebra I and Lab course curriculum and scheduling so that the lab course provides direct and timely follow up and reinforcement. Provide on-going extended learning opportunities for Algebra I and II, in addition to peer tutoring whenever possible.
How does the intervention align with the Common Core State Standards?	It reinforces the common core standards	It reinforces the common core standards

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Graduation rate	Climate and culture
Describe the priority problem using at least two data sources	In 2014 our graduation rate was 83.8%, which is lower than the state average of 88%, yet higher than the national average of 80% according to NJ.com	Only 7% of our families attend back to school nights. According to the School Climate Survey 28.8% of our students feel like they don't belong in our school, and 38% feel that students in the school are often teased or picked on.
Describe the root causes of the problem	- Scheduling conflicts (holes in schedule) - Poor student attendance - At risk students are not monitored daily for progress - ELL port of entry programming is not adequate	- No school wide positive behavior support plan - Lack of parental engagement - Parents have limited accessibility to teachers (e-mail only during the day, no phones)
Subgroups or populations addressed	LEP, IEP, economically disadvantaged	LEP, IEP, economically disadvantaged
Related content area missed (i.e., ELA, Mathematics)	No area was missed. ELA and Math Targets were met	No area was missed. ELA and Math Targets were met
Name of scientifically research based intervention to address priority problems	Power school graduation tracker. Use on on-line learning, alternative course-work, credit recovery options. Targeted mentoring from alumni, who are in college, or engaged in post college/technical school career.	Positive behavior support program is targeted to be considered for implementation. The focus to be shifted toward positive support rather than negative consequences. Expand and further promote "caught doing good" citation efforts. Incorporate co-curricular clubs and activities that connect students to schools. Develop implement specific parent engagement strategies on a monthly basis. (Include parent/teacher socials to
How does the intervention align with the Common Core State	Alternative Course offerings must be aligned to the common core, credit recovery programs must be	Indirect support by increasing student and parent engagement in total school community.

Standards?	implemented based on time requirements and specific common core based tasks.	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

| | | | | ESEA §1114(b)(I)(B) *strengthen the core academic program in the school*; | |
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Provide web-based learning platforms for students that are self-paced and align with the common core standards.		An increase in SRI scores by 1 grade level.	
Math	Students with Disabilities		Mr. Melone	Higher passing rate of Algebra I, Algebra I Lab and Algebra II.	
ELA	Homeless	Access to services and resources through the District Homeless Liaison connection	Guidance, SAC, Monique Harvey	Parent survey feedback from Liaison. Relative to parents that take advantage of services and what services are accessed.	
Math	Homeless				
ELA	Migrant	We have no interventions, as migrant students are not currently enrolled in our school.			
Math	Migrant				
ELA	ELLs	Provide PD for teachers to create websites, with content resources, parent supports, contact information and additional reinforcement	Ms. D Cunningham Mr. Mitala		
Math	ELLs			Development and launching of Teacher websites. Number of visits to the websites	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

		ESEA §1114(b)(I)(B) strengthen the core academic program in the school;			
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
		activities.			
ELA	Economically Disadvantaged	PD on specific teaching strategies to increase students lexile level.	English Supervisor. Principal	Walk-throughs. Teacher observations. Workshop Evals. Students pre and post	
Math	Economically Disadvantaged	Peer tutoring to be provided by students enrolled in a community service class.	Principal Guidance Counselor	Student schedules, Students grades and participation in the class.	
ELA					
Math					

Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

		ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;			
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Access to on-line learning courses, honors or AP courses, providing summer school	Principal, Vice Principal, Guidance	Student enrollment in the courses. Passing the courses within the allotted time frame,	
Math	Students with Disabilities	Access to on-line learning courses, honors or AP courses	Principal, Vice Principal,	Student enrollment in the courses. Passing the courses within the allotted time frame,	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities,</u> and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		providing summer school	Guidance		
ELA	Homeless	Evaluation of families to identify services needed, access to technology or transportation	Guidance, SAC Homeless Liaison	Family access of services Student attendance Student's course passing rates	
Math	Homeless	Evaluation of families to identify services needed, access to technology or transportation	Guidance, SAC Homeless Liaison	Family access of services Student attendance Student's course passing rates	
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Peer tutoring Access to community enrichment resources, such as Junior Achievement, Nova Nordisk scholars	Guidance' Mr. Mitala Ms. Hedgpeth	Student participation rates Student passing rates for all course work	
Math	Economically Disadvantaged				

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA					
Math					

Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Provide PD for teachers to create websites, with content resources, parent supports, contact information and additional reinforcement activities.	Ms. D Cunningham		
Math	Students with Disabilities		Mr. Mitala		
ELA	Homeless				
Math	Homeless				
ELA	Migrant				

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Migrant				
ELA	ELLs	Provide PD for cultural sensitivity. Provide SIOP Review Series	Principal		
Math	ELLs		ESL department	Workshop evaluations. Lesson plan reviews. Classroom walkthroughs.	
ELA	Economically Disadvantaged	Provide PD for teachers to create websites, with content resources, parent supports, contact information and additional reinforcement activities.	Ms. D Cunningham		
Math	Economically Disadvantaged		Mr. Mitala	Workshop evaluations. Lesson plan reviews. Classroom walkthroughs.	
ELA					
Math					

Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

   The review will take place internally and be conducted by the SLT, administration, and all stakeholders.

2. What barriers or challenges does the school anticipate during the implementation process?

   The barriers we anticipate during this process include but are not limited to funding for necessary resources, 100% buy in from staff members, appropriate technology supports, including school counselors in an ongoing and meaningful basis.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

   WE will obtain the necessary buy-in from all stakeholders by advertising new goals and ideas to let staff members volunteer where their individual skills will thrive instead of arbitrarily assigning duties. We will also ask staff members for ideas so they can be personally invested in the process.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

   To accurately gauge the perceptions of the staff we will utilize summative and formative assessments. The SLT will develop climate and culture surveys similar to the Regional Action Committee survey that was utilized last year. We will also employ professional conversations with individuals and sign in sheets for participation.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

To accurately gauge the perceptions of the community members we will utilize summative and formative assessments. The SLT will develop climate and culture surveys similar to the Regional Action Committee survey that was utilized last year. We will also employ conversations with community members and sign in sheets for participation.

6. How will the school structure interventions?

   The school will continue the IR&S process to structure interventions. In addition to the I&RS process students will meet once per quarter with their counselor, who can provide additional resources. Opportunities for peer-to-peer mentoring will also be provided.

7. How frequently will students receive instructional interventions?

   Student interventions will be provided at least one time per quarter with their counselor or more frequently as needed.

8. What resources/technologies will the school use to support the schoolwide program?

The school wide program will be supported by teacher websites, websites and internet-based applications, adult Spanish classes, Climate and Culture Specialist, school counselors and conduct cards for at risk students.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

   It will depend on the intervention.. student progress data, SRI and SMI data, number of suspensions, graduation rate, number of students going to two or four year colleges and/ or technical schools.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

    The results of the school wide program evaluation will be shared through SLT meetings, staff meetings, common planning meetings, and other platforms as necessary for distributing information.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Provide parents with English classes		Parent participation in program. Parent attendance in school activities	
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	African American, LEP, and SPED	Family Math Nights	Administration Math Department	Attendance, participation, student performance	

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

2. How will the school engage parents in the development of the written parent involvement policy?

Analyze parent data from the school climate survey during the needs assessment. We will also incorporate the PTSO members as stakeholders in this process.

3. How will the school distribute its written parent involvement policy?

   The school-parent compact will be mailed home in writing (in English and in Spanish), displayed virtually on the TCHS West webpage parent portal and physically displayed in the school building for parents coming in to the building.

4. How will the school engage parents in the development of the school-parent compact?

   Post the parent compact ideas on web-site , invite commentary. Through back to school night surveys. Mailed and email invitation for feedback.

5. How will the school ensure that parents receive and review the school-parent compact?

Hold strategic meetings that incorporate student performances and awards. Mail to parents and ask for feedback. Sponsor parent chat and chews.

6. How will the school report its student achievement data to families and the community?

   TCHS West will communicate achievement data to families and the community by sending letters home to parents throughout the year spotlighting the positives, as well as posting a section to the TCHS West website to display this data.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? Via website, PTSA meetings, letters home to parents.

8. How will the school inform families and the community of the school's disaggregated assessment results?

   The disaggregated assessment data could be shared on the overall School Report Card

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

   The school will involve families and the development of the school wide plan by gathering data from the school climate survey and make decisions based on the data. The school will have a SLT member attend a PTO meeting to survey parents and have conversations about what they believe the school needs, as well as listening to the complaints and concerns from parents and community members.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

10. How will the school inform families about the academic achievement of their child/children?

The School will inform families about the academic achievement of their child/children by sending home progress reports and report cards. Parents will also be aware of their child's achievement through the Honor Roll Celebrations & Awards night celebrations.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

Parent involvement funds will be used to provide incentives, dinners and transportation.

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	73	Provide mentoring, peer support, opportunities for department based collaboration
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	2	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	0	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Use of Applitrack, computer based recruitment and application process. Use of varied media outlets. College recruitment and job-fairs.	**Human Resources, Executive Director**